



Sylvia Circle Elementary

929 Sylvia Circle

Rock Hill, South Carolina

Grades	PK-5 Elementary School	
Enrollment	330 Students	
Principal	S. Lindsay-Brown	803-981-1380
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Average	Below Average
2007	Average	At-Risk
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

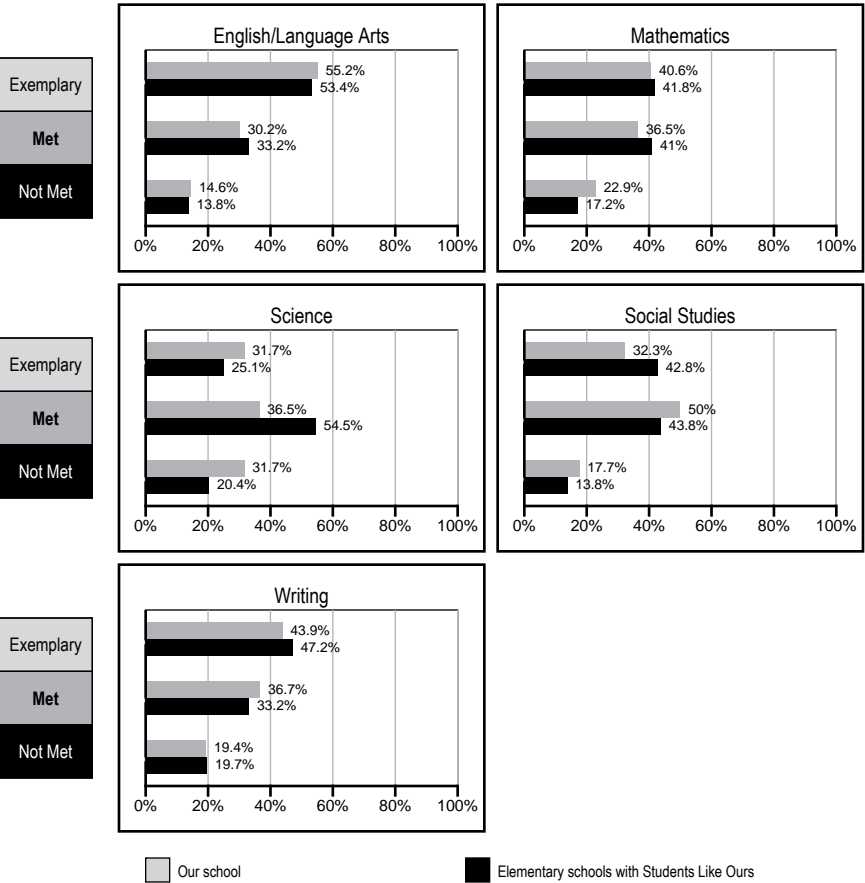
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	9	4	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=330)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 3.2%	1.7%	1.9%
Attendance rate	97.2%	No Change	96.8%	96.3%
Eligible for gifted and talented	28.6%	Up from 17.9%	18.2%	10.0%
With disabilities other than speech	3.3%	Down from 5.8%	6.7%	7.7%
Older than usual for grade	0.5%	Up from 0.0%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	61.9%	Up from 56.5%	59.7%	59.4%
Continuing contract teachers	81.0%	Up from 78.3%	83.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.7%	85.9%
Teacher attendance rate	97.2%	Down from 98.0%	95.6%	95.1%
Average teacher salary*	\$45,702	Up 5.2%	\$48,542	\$47,149
Professional development days/teacher	7.0 days	Up from 6.0 days	10.9 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.2 to 1	20.4 to 1	18.8 to 1
Prime instructional time	93.8%	Down from 94.6%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	99.9%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,148	Up 6.2%	\$6,633	\$7,458
Percent of expenditures for instruction**	70.4%	Up from 67.4%	70.6%	68.8%
Percent of expenditures for teacher salaries**	68.3%	Up from 65.2%	66.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Children's School at Sylvia Circle (TCS) made significant progress from the previous year during the 2008-2009 school year. This year, our staff members maintained a focus and a culture on improving instruction. Our overall goal, working collaboratively with our School Improvement Council (SIC), was to ensure that we improve instruction on every grade level, especially in Math and Science in grades 3-5. TCS continued to analyze and use assessment data to identify specific gaps in student progress toward reaching the advanced level in standard proficiency, and implement a sustainable and ongoing process of reassessing student learning and instructional practices to refocus goals. Professional development was ongoing and conducted by our district's literacy and math coaches.

2008 PACT results showed a significant overall improvement gain in grade 3 ELA and grade 4 science scores. The school will retain professional development training for teachers in order to continue raising student achievement in all core curriculum areas. Students in grades three through five received extensive remediation during the school day and after school by certified staff members along with frequent exposure outside the regular classroom to enhance students' learning experiences.

One of our SIC goals for this year was to focus on grant writing to offset decreasing school budgets. With our SIC's encouragement and assistance in locating grant opportunities, TCS was awarded eleven grants totaling over \$10,000 during this school year. Each grant awarded was written specifically to assist a core curriculum area or standard. Our SIC has remained attentive on our goals to improve and strengthen our academic focus. The strong parental involvement of our SIC resulted in this stakeholder group being named one of five finalists for the 2009 Dick and Tunky Riley School Improvement Award of South Carolina.

Challenges continuing to face our school include drastic changes in community demographics; single parents or extended family members heading households; and a growing number of grandparents serving as the primary caregivers to students attending the school. One goal to assist with this challenge is to refocus efforts on meeting the academic needs of all students in our changing community. The other goal would be to commit to a more defined and concentrated focus on improving instruction at every level. Our professional development is targeted and differentiated according to student needs and subject area improvement needs.

Finally, TCS, as a Montessori choice for Rock Hill School District 3, has given parents tangible evidence of the positive contributions that Montessori is making to their children's intellectual growth, character development, and academic achievement with increased statewide assessment data. In keeping with the Montessori method, we will guide students through the natural process of human development, help create integrated personalities, know their limitations, and have a clear vision. Growth here at TCS has steadily increased the past three years by 5-8 %.

Sandra Lindsay-Brown, Principal
Rod Benfield, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	31	24
Percent satisfied with learning environment	100.0%	96.8%	95.8%
Percent satisfied with social and physical environment	100.0%	87.1%	83.3%
Percent satisfied with school-home relations	100.0%	90.3%	91.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	103	100	15.2	31.3	53.5	93.9	85.2	82.8	Yes	Yes
Gender										
Male	47	100	17.8	31.1	51.1	95.6	82	79.3	N/A	N/A
Female	56	100	13	31.5	55.6	92.6	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	44	100	N/AV	N/AV	N/AV	100	92.4	89.5	Yes	Yes
African American	54	100	26.9	44.2	28.8	90.4	74.5	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
Disability Status										
Disabled	13	100	23.1	61.5	15.4	92.3	57.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	50	100	26.1	43.5	30.4	91.3	76.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	103	100	24.2	36.4	39.4	88.9	82.8	78.9	Yes	Yes
Gender										
Male	47	100	17.8	46.7	35.6	95.6	80	77	N/A	N/A
Female	56	100	29.6	27.8	42.6	83.3	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	44	100	2.4	26.2	71.4	100	91.5	87.2	Yes	Yes
African American	54	100	42.3	48.1	9.6	80.8	68.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	69.2	50.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	50	100	43.5	45.7	10.9	80.4	72.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	69	100	31.8	37.9	30.3	68.2	71	67.5
Gender								
Male	35	100	27.3	51.5	21.2	72.7	70.2	67
Female	34	100	36.4	24.2	39.4	63.6	71.8	68
Racial/Ethnic Group								
White	29	100	N/AV	N/AV	N/AV	100	83.9	79.5
African American	37	100	55.6	38.9	5.6	44.4	50.7	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	59.8	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	39.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.6	59.6
Socio-Economic Status								
Subsided meals	36	100	51.5	45.5	3	48.5	55.1	55.1

Social Studies

All Students	65	100	20.3	48.4	31.3	79.7	76.4	72.3
Gender								
Male	24	100	33.3	45.8	20.8	66.7	75.6	71.5
Female	41	100	12.5	50	37.5	87.5	77.3	73.2
Racial/Ethnic Group								
White	24	100	16.7	25	58.3	83.3	84.9	80.7
African American	39	100	23.7	65.8	10.5	76.3	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.7	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	67.9
Socio-Economic Status								
Subsided meals	34	100	24.2	66.7	9.1	75.8	64.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	102	97.1	19.4	36.7	43.9	80.6	73.1	70.2	97.2	96.7
Gender										
Male	46	95.7	18.2	47.7	34.1	81.8	65.9	63.2	97.3	96.6
Female	56	98.2	20.4	27.8	51.9	79.6	80.9	77.5	97	96.8
Racial/Ethnic Group										
White	42	97.6	4.9	24.4	70.7	95.1	82.5	79.1	97.2	96.6
African American	55	98.2	32.1	47.2	20.8	67.9	59.2	57.6	97.1	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.3	86.2	98.1	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.7	62.6	96.6	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.7	68.7	98.3	95.2
Disability Status										
Disabled	14	78.6	36.4	45.5	18.2	63.6	30.2	26.1	96.1	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	63	61.2	96.1	96.6
Socio-Economic Status										
Subsidized meals	49	98	31.9	44.7	23.4	68.1	59.5	58.9	97	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	40	100	13.5	24.3	62.2	86.5
	4	31	100	25.8	32.3	41.9	74.2
	5	32	100	6.5	38.7	54.8	93.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	40	100	24.3	29.7	45.9	75.7
	4	31	100	35.5	35.5	29	64.5
	5	32	100	12.9	45.2	41.9	87.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	30	40	30	70
	4	31	100	45.2	38.7	16.1	54.8
	5	16	100	6.7	33.3	60	93.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	18	100	11.8	41.2	47.1	88.2
	4	31	100	16.1	64.5	19.4	83.9
	5	16	100	37.5	25	37.5	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	40	97.5	18.4	36.8	44.7	81.6
	4	31	93.6	24.1	37.9	37.9	75.9
	5	31	100	16.1	35.5	48.4	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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